

Name: _____ **Social Security #** _____

Transcript Review Worksheet

Endorsement # 3-66 – SCHOOL PSYCHOLOGIST

Instructional Level: PreK- 12

The holder is authorized to provide school psychological services in grades PreK-12.

Additional Requirements:

- A National Association of School Psychologists (NASP) Specialist Level or Doctoral degree or an American Psychological Association accredited Doctoral degree in School Psychology, or the equivalent.

For the purpose of equivalency, a minimum of 60 graduate semester hours (Specialist Level) or a minimum of 90 graduate semester hours (Doctoral Level) in the knowledge and performance domains of School Psychology is required. Individuals who have completed a minimum of 60 graduate semester hours in clinical, counseling, or industrial/organizational psychology shall follow the American Psychological Association guidelines for re-specialization in obtaining the multiple knowledge and performance domain competencies for the practice of school psychology. In addition, fulfillment of these competencies shall be demonstrated by achieving a score of 165 or higher on the School Psychology examination administered by the Educational Testing Service (ETS) – test code 10401(660 or higher on 10400 version of the test taken prior to September 2008). **Note: passage of this examination is not required if the applicant has the NASP or APA accredited doctoral degree in school psychology.**

- A NASP approved internship, APA accredited internship, or an internship with at least 600 clock hours in a school setting, or other appropriate educational setting with students, under the supervision of a licensed or certified School Psychologist who has a minimum of three years of post-degree experience.
- An applicant who is a Nationally Certified School Psychologist (NCSP) shall be considered to have fulfilled all of the Knowledge and Performance Standards and all Additional Requirements for licensure as a School Psychologist in Vermont.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Content Topic	College/ University	Course Number	# of Credits	Course Title
<i>Data-Based Decision-Making and Accountability:</i> Strategies to assess current problem areas, strengths, and needs at the individual, group, and systems level through assessment, and methods to measure the outcomes of data-based decisions				
<i>Interpersonal Communication, Collaboration, and Consultation:</i> Behavioral, mental health, problem solving, instructional, and other consultation models and their application; collaborative models and methods at the individual, group, and systems level				

Content Topic	College/ University	Course Number	# of Credits	Course Title
<p><i>Effective Instruction and Development of Cognitive/Academic Skills:</i></p> <p>Theories of learning and cognitive development; assessment strategies and techniques, both formal and informal, to identify systemic practices, classroom interventions, and individual student strengths and needs; curriculum and standards-based instruction; instructional intervention strategies for students with cognitive delays or learning disorders; direct and indirect services to facilitate development of cognitive, literacy and other academic skills to enhance academic learning time and self-monitoring strategies</p>				
<p><i>Socialization and Development of Life Skills:</i></p> <p>Human development and social/emotional functioning; assessment and intervention techniques to determine student goals and to monitor progress toward those goals; affective curriculum and instruction related to conflict resolution and social skills</p>				
<p><i>Student Diversity in Development and Learning:</i></p> <p>Individual differences, learning styles, and the ranges of abilities and disabilities; strengths and needs of students from diverse, racial, cultural, ethnic, experiential, and linguistic backgrounds</p>				
<p><i>School and Systems Organization and Climate:</i></p> <p>Federal and state education and special education laws, regulations, and mandatory reporting requirements relative to the role of the school psychologist; organizational and systems-change theory; safe, supportive, and effective learning environments; current laws, regulations, and procedures governing referrals, identification, evaluation, and placement of students with disabilities</p>				
<p><i>Prevention, Crisis Intervention and Mental Health:</i></p> <p>Normal and abnormal child and adolescent development; biological, familial, and social influences on behavior; counseling and intervention theories and techniques for students with a wide range of needs and disorders; crisis prevention and crisis response technique</p>				

Content Topic	College/ University	Course Number	# of Credits	Course Title
<p><i>Home-School-Community Consultation and Collaboration:</i></p> <p>Family systems theory including family influences on student development, learning and behavior, and the community services and supports available to schools, families, and students; curriculum and intervention techniques that enhance academic achievement, parent participation and communication</p>				
<p><i>Research, Program Evaluation, Data-Based Decision Making, and Accountability:</i></p> <p>Research design, statistical methods, and applied research relevant to educational programs; validated, reliable, and research-based programs/interventions; program evaluation at the individual, group, and systems level</p>				
<p><i>School Psychology Practices and Development:</i></p> <p>History and foundations of School Psychology as a profession; service models, roles, and functions in school psychology; ethical practices and professional issues; federal and state laws and regulations as they pertain to school policies and procedures governing school psychologists</p>				
<p><i>Information Technology:</i></p> <p>Information technology and related ethical practice specific to school psychology</p>				

Additional Requirements:				
<ul style="list-style-type: none"> ▪ A National Association of School Psychologists (NASP) Specialist Level or Doctoral degree or an American Psychological Association accredited Doctoral degree in School Psychology, or the equivalent. <p>For the purpose of equivalency, a minimum of 60 graduate semester hours (Specialist Level) or a minimum of 90 graduate semester hours (Doctoral Level) in the knowledge and performance domains of School Psychology is required. Individuals who have completed a minimum of 60 graduate semester hours in clinical, counseling, or industrial/organizational psychology shall follow the American Psychological Association guidelines for re-specialization in obtaining the multiple knowledge and performance domain competencies for the practice of school psychology. In addition, fulfillment of these competencies shall be demonstrated by achieving a score of 165 or higher on the School Psychology examination administered by the Educational Testing Service (ETS) – test code 10401. Note: passage of this examination is not required if the applicant has the NASP or APA accredited doctoral degree in school psychology.</p> ▪ A NASP approved internship, APA accredited internship, or an internship with at least 600 clock hours in a school setting, or other appropriate educational setting with students, under the supervision of a licensed or certified School Psychologist who has a minimum of three years of post-degree experience. ▪ An applicant who is a Nationally Certified School Psychologist (NCSP) shall be considered to have fulfilled all of the Knowledge and Performance Standards and all Additional Requirements for licensure as a School Psychologist in Vermont. 				